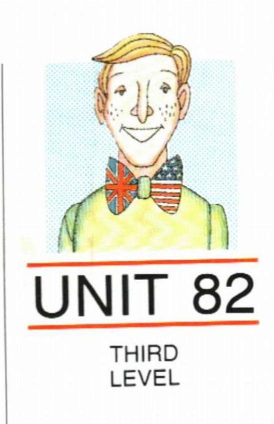
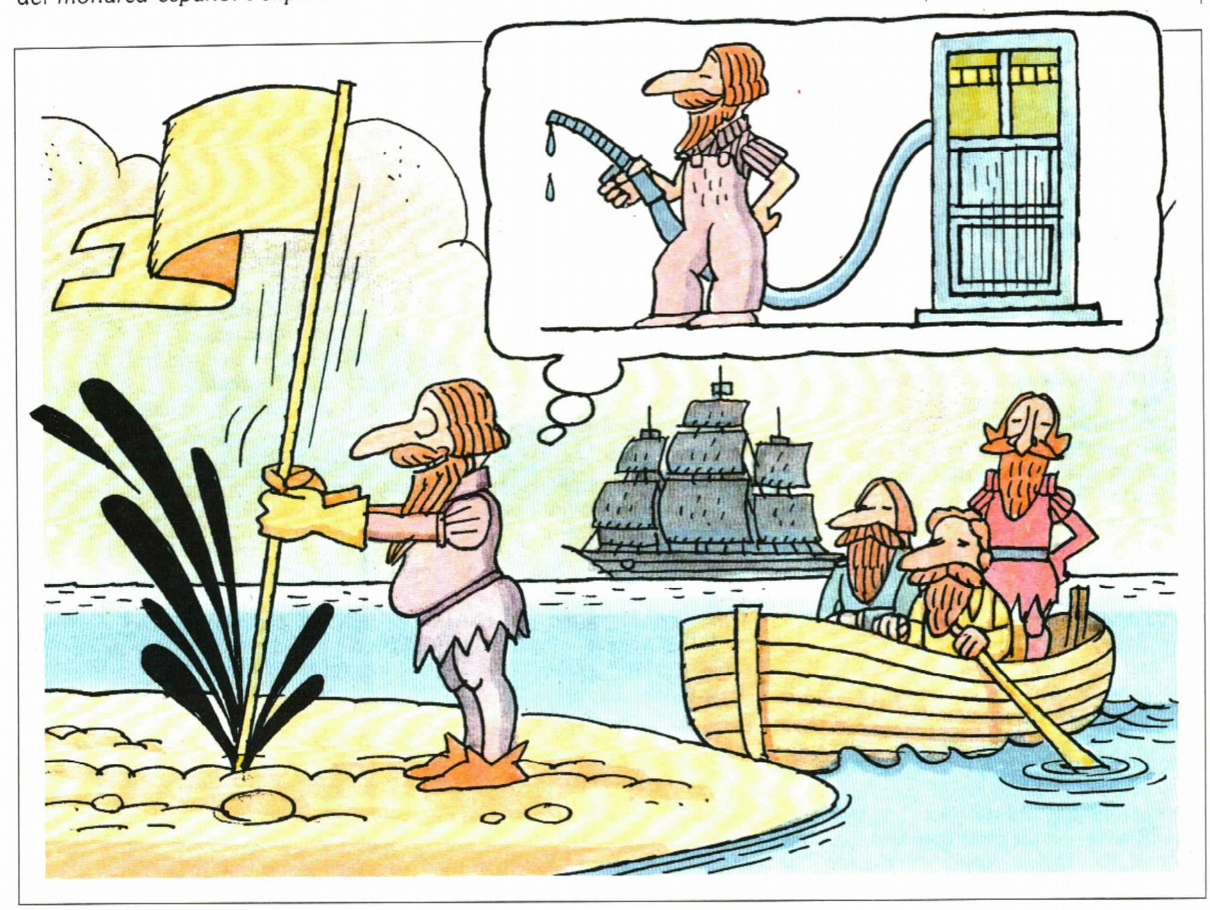
■ La política en directo



En nuestros días, la historia, la política y los medios de comunicación se encuentran entrelazados, de modo complejo pero fascinante, dentro de la trama social. Esto resulta particularmente evidente en los momentos en que las instituciones políticas toman decisiones impopulares, que provocan perplejidad y disgusto entre la gente e involucran, casi automáticamente, a los medios de comunicación. Algo muy parecido sucede en esta Unidad 82, que presenta un debate tan interesante como actual sobre la privatización del sistema escolar inglés. Visitando las salas de Westminster, el número 10 de Downing Street y un estudio de televisión, escuchará tonos y expresiones típicos del lenguaje parlamentario, político y sociológico.
La expresión y defensa de las propias opiniones, así como la exposición precisa de los puntos de vista ajenos, serán los temas que se tratarán en la sección Grammar, que le propone el análisis de los 'reporting verbs', muy útiles para este fin.
En cambio, la sección Reading presenta un tema plenamente histórico, al estar dedicada a Sir Francis Drake, famoso por haber derrotado a la Armada Invencible del monarca español Felipe II.



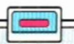
The honourable gentleman's bill



Where better to start a Unit on politics, history and society than the House of Commons? It is the centre of political debate in the UK, has one of the longest histories of any Parliament, and is a reflection in miniature o British society at large. At least, that's the theory! Like any democratic body, however, it's often the setting for fairly heated debates, and the dialogue you're about to hear comes from one of them. Her Majesty's Government has just proposed a bill which is designed to privatise education, and, naturally enough, the Opposition are furious. After the bill has been presented, they go straight onto the attack.

In the course of the debate you'll hear some fairly strange expressions, which in reality are nothing more than the conventional formulas used during parliamentary debates of this nature. **Order!**, of course, is what the Speaker (the person who presides over the business of the House of Commons) says when he wants to establish (or reestablish) order in the House. **Hear, hear!** is what members say when they fully agree with a point that the speaker has just made. **Shame!**, on the other hand, is what they say when they completely disagree with what a speaker has just said. You'll notice, as well, that the speakers have to address each other with the title **the honourable gentleman**. This is one of the many conventions of the House of Commons. Nobody really knows why it is done.

There's something else worth noticing, as well, but this time its linked to grammar rather than to vocabulary. At the beginning of the dialogue, you'll notice that the speakers uses two verbs, **to promise** and **to boast** to report what the Government said in the past. These belong to a much larger group of verbs, called **reporting verbs**, which can be used instead of **to say** and **to tell** when you want to report something that someone else has said. Not all of these verbs behave in the same way, however. **To boast**, for example, is used with clauses that begin with **that** for indirect reported speech (even though, as you know, **that** can be left out in colloquial English). But it can be used for direct reported speech as well: **'We will give every child a decent education', the Government boasted**. The same is also true of **to promise**, but, as you will see later in this Unit, this verb can also behave in a rather different fashion.



The Minister of Education's hot potato

You're about to hear an extract from a Parliamentary debate. Pay particular attention to the reporting verbs used by the first speaker:

Order, order! ___

I would like to reming this Government that when it came to power it promised its voters that it would provide adequate schooling for every child in this country. It boasted that it would raise educational standards to new heights. And now what happens? It puts before Parliament a bill which is designed to privatise schooling. A bill which will divide this country once again into those who can afford to provide a decent education for their children and those who cannot. A bill which will split society once again into two distinct classes: those who have money and those who don't. ___

Hear, hear! ___

I accuse this Government of deliberately lying to the people of this country. This is not an attempt to improve our educational system. It is an attempt to take us back to the Victorian age, when those who were lucky enough to be born rich could look forward to a decent education, and those who were unlucky enough to be poor had nothing to look forward to except forty years' hard labour at the service of the ruling classes. Is the Minister of Education willing to deny that? ___

I call on the right honourable Norman Grytpipe-Thynne to reply. ___

Of course this bill will produce change in our educational system. I freedly admit that. Of course it will mean that both schools and parents will have to examine once again their priorities. Of course it will lead to the closure of schools. But I deny that that change is negative. I deny that our schools will change for the worse. And I deny most emphatically that the closure of inefficient schools is something to be avoided. ___

Hear, hear! ___

The honourable gentleman knows as well as I do that our society is no longer the society of the Victorian period. Everybody has the money to pay for their children's education and every person has the right to expect value for money. The present educational system does not offer value for money. It offers only inefficiency and waste. ___

Shame! Shame! ___

How many unemployed people do you know who can fork out a thousand quid a year for their kids' schooling? That's what I'd like to know. ___

Hear, hear! ___

Order! Order! ___

The point, of course, is that with this new bill it would not cost £1,000 a year to educate a child. Schools would be competing for children, and so they would have to keep their prices down. ___

How much? £900? ___

Yes, tell us how much! ___

Order! ___

Our correspondent at Westminster

After they day's debate in Parliament, it is of course the press who pick up the story, transmitting the news throughout the nation via newspapers and TV. The next conversation you're going to hear is, in fact, an excerpt from a news programme in which the anchorwoman talks to the Parliamentary Affairs correspondent about the day's happenings.

Their dialogue gives us an ideal opportunity to see some more of those reporting verbs we mentioned in action. If you take a quick look through the dialogue, you should be able to spot them fairly quickly: **to admit, to deny, to point out, to reply, to observe, to answer, to accuse**, and so on. You have in fact seen most of these in the past, even if you haven't seen them functioning as reporting verbs, and tose that you haven't seen you should be able to understand from the context fairly quickly.

Did you notice how these verbs are used, though? The great majority of them, like **to observe, to reply** and so on, behave just like **to boast**. They can replace **to say** and **to tell** in both indirect or direct reported speech. But there's one, **to accuse**, which usually takes an object (in this case, **the government**) and is followed by the preposition **of**. And this in turn is followed by a gerund: **Roger Whippam accused the government of lying**. This isn't the only reporting verb that needs a gerund, either: you're going to meet some more later on in this Unit.

There is another reporting verb that is used in a different way from the other, as well: **to answer**. Look carefully at the sentence in which it appears: **But Grytpipe-Thynne then answered with an accurate breakdown of the Department's estimates.** This verb can either replace **to say** or **to tell** in ordinary sentences: **He answered that the Department of Education had already provided him with the figures**. Or else it can be used without a clause beginning with **that**, often, as in this case, followed by a preposition.

Apart from these reporting verbs, there's a rather interesting expression that you'll find in the reporter's first sentence: **Norman Grytpipe-Thynne, the Education Minister, found himself in rather hot water after the first reading of his new Education Bill.** You'll probably be able to guess the meaning of the expression **to find oneself in hot water** which is **to get into difficulties over something.**



Betty Harris from the House of Commons

In this dialogue, you'll find some more reporting verbs used. Pay attention to the verb **to accuse** in particular:

There were excited scenes in the Commons today when the Education Minister, Norman Grytpipe-Thynne, presented his new Education Bill. Betty Harris, our Parliamentary Affairs correspondent, should be at Westminster now. Betty? ___

Hello, Sue. ___

Can you bring us up to date on developments in the House of Commons? ___

Yes. Norman Grytpipe-Thynne, the Education Minister, found himself in rather hot water after the first reading of his new Education Bill. Everything began when Roger Whippam, the Opposition spokesman on education, accused the Government of lying to the electorate about its position. He then remarked that the bill would divide the country once more into two classes. ___

And what did the Education Minister say? ___

Well, he admitted that the new Education Bill would provoke changes in the educational system, but he denied strongly that the changes would be socially divisive. The bill would, he said, make schools competitive, and this could only benefit the educational standards of the country. Then he was interrupted by a Labour back-bencher who pointed out that it would be difficult for an unemployed person to afford £1,000 a year to send his child to school. ___

And how did the Education Minister react to that? ___

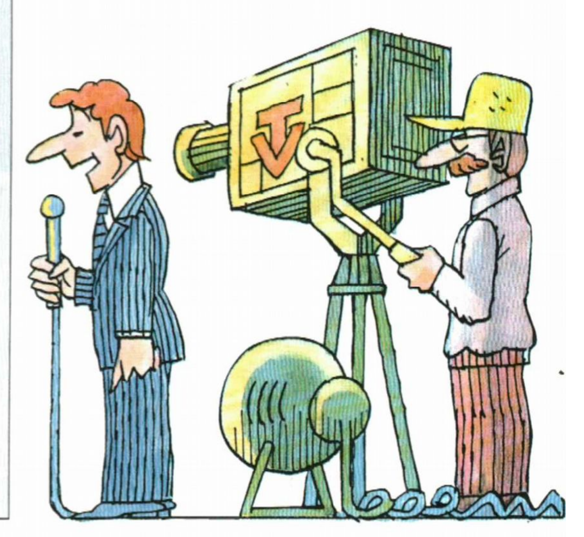
Well, he replied that the figure of £1,000 a year was too high. ___

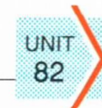
Did he actually give a figure? ___

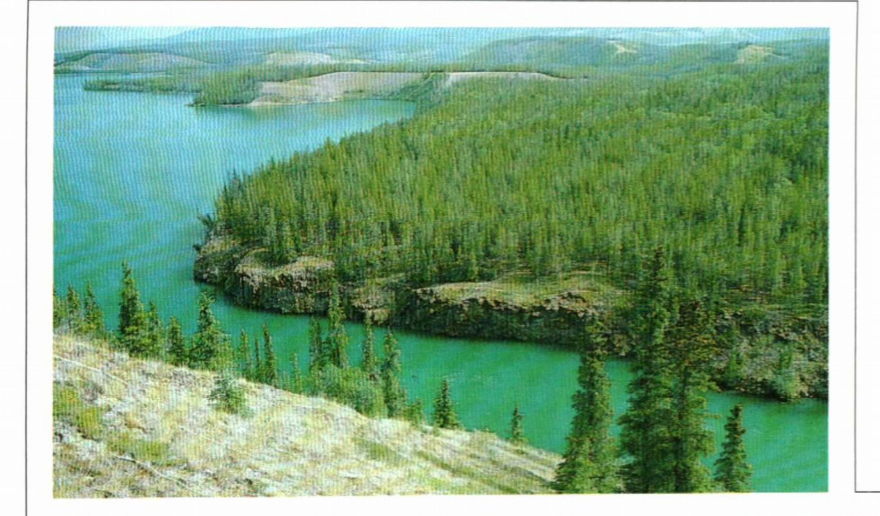
Not immediately, and this was probably his biggest mistake. He came under increasing pressure to indicate just how much officials at the Ministry of Education think it might cost to educate a child at one of the new private schools. The Leader of the Opposition even joined in the attack, and observed that the Minister's reticence was probably due to the fact that he simply didn't have any precise figures. But Grytpipe-Thynne then answered with an accurate breakdown of the Department's estimates. ___

And how much do they think it will cost? ___

Well, the figures vary greatly from area to area, but the average is about £800 a year, which one Opposition spokesman said was totally unrealistic. If the Education Minister couldn't get his sums right, he said, perhaps he was the one who should be sent back to school. As long as he paid for it himself. ___







Meanwhile, at Number 10...

The next day, the centre of attention moves away from the Houses of Parliament to another famous place in Whitehall: 10 Downing Street, the home of the Prime Minister. Two different groups of demonstrators arrive there in the afternoon. One group is opposed to the bill, and the other group

Yukon: el Canadá salvaje

Más de 7.000 kilómetros separan la costa atlántica de Canadá de la pacífica: dos barreras naturales que delimitan un país con pocas fronteras: de hecho, la única frontera política es la que lo separa de Estados Unidos al sur y al noroeste. Al norte, el territorio canadiense se pierde en las landas septentrionales, más allá del Círculo Polar Ártico. La segunda nación del mundo por su extensión ofrece una incomparable variedad de paisajes y condiciones climáticas. Desde la populosa zona de los lagos hasta la árida altiplanicie interior, desde las llanuras del centro-oeste hasta la región montañosa occidental. Aquí se halla el territorio de Yukon, que debe su nombre al río que nace allí (foto lateral). Cubierto en gran parte por la tundra, Yukon está surcado por valles boscosos, que constituyen el dominio del abeto rojo (foto superior).



supports it. Once again, the intrepid Betty Harris is on the scene to provide coverage form the Nine o'Clock News.

The dialogue is full of reporting verbs again, as you'd expect, but this time you'll find that they are rather special. Look through the text and see if you can find them: **to promise, to threaten, to agree, to offer** and **to refuse.**

Did you notice anything interesting about the way they are used? The answer, of course, is that they are all followed by an infinitive: **The Government has promised to make tax reductions; We threatened to picket the Department of Education; He finally agreed to meet us**, and so on.

There's something else in the dialogue that is a little strange, however. Take a look at these two sentences and try to find out what they have in common: **He said that we could meet him if we went along to his office at the Education Ministry this afternoon; He said if he'd had more time he'd have liked to talk to me about the war.** Both of these sentences are in indirect reported speech and, as you'll discover if you change them back into direct speech, they are both second conditionals: **You could meet me if you came along to my office at the Ministry of Education this afternoon: If I had more time, I'd like to talk to you about the war.**

The strange thing is, though, that the two sentences are reported in a rather different way. Whereas the first one leaves **could** as it is, the second one changes **would like** into **would have liked**.

As always, you'll find the explanation for this in the GRAMMAR section, but before you turn to it, you might like to try and find out why this happens by thinking about the situation: you will notice that there is, in fact, a very slight difference between these two conditional sentences which explains everything.



Mr Crisp and the Colonel

While you're listening to this dialogue, see if you can spot the phrases which Betty Harris uses to ask the interviewees whether or not they approve of the Government's new bill, and the phrases the interviewees use to express their approval or disapproval:

Once again, Parliament's new Education Bill has been causing problems in Westminster; and not only inside Parliament. Betty Harris has been interviewing people outside number 10 Downing Street. Betty? ___

Hello, Sue. People have been demonstrating outside number 10 since the early hours of the afternoon. For the most part, they are protesting against the Government's moves to privatise education, but later this afternoon they were joined by demonstrators who were actually supporting the Government's policy. I have with me Reggie Crisp, the leader of the newly-formed Action of Education. Mr Crips, are you in favour of the Government's new Education Bill? ___

No, I'm certainly not in favour of it, and the reason I'm not in favour of it is because it is socially divisive. Poor people can't possibly afford to spend £800 a year — and those are the Minister's own figures — to educate each child in the family, and it's wrong to expect them to. ___

But the Government has promised to make tax reductions as a result of the savings made. ___

Do you believe that? I don't. ___

I know that your are trying to arrange a meeting with the Education Minister. Have you met with any success yet? ___

Well, it hasn't been easy. Initially he simply refused to see us, then he said that we could meet him if we went along to his office at the Education Ministry this afternoon. But then he changed his mind again. After we threatened to picket the Department of Education, he finally agreed to meet us sometime tomorrow. I just hope he gives us the chance to state our case, because I believe it represents the opinion of the great majority of people in this country. ___

Thank you very much. As I said, late this afternoon the protesters here at Downing Street were joined by another group of demonstrators who support the bill. They're led by Colonel Haughty-Snobb. Colonel, what is your opinion of the Government's plans to privatise education? ___

Oh, I'm very much in favour of them. It's been clear to everybody for a long time that the education system in this country simply doesn't work. It's reduced everybody to the level of morons. What we need are private schools which can offer good teachers and good syllabi designed to meet the needs of a modern society. ___

But what about the idea that a private system of this sort will actually divide society even more? ___

Oh, that's rubbish. When these people talk about rich people they're really talking about the people who have managed to get up off their behings and make something of themselves, as opposed to the lazy blighters who want the State to give them everything. ___

I understand you've already been to see the Education Minister? ___

Yes, that's right. He offered to meet us this afternoon, and we accepted, of course. We promised to give him our full support. He has a hard job to do, and he needs all the help he can get. ___

And what was the reaction of the minister to the demonstrations that are taking place? ___

Well, poor chap's looking a bit worn, actually. When I was leaving he said if he'd had more time he'd have liked to talk to me about the war — we were in the same regiment, you know — but he was hardly getting any sleep as it was. But I reassured him that the country was behind him, and that perked him up a bit. ___

Thank you, Colonel. Betty Harris, News at Nine, Downing Street. ___



Complaining and explaining

After his meeting with Action for Education, the minister is interviewed by the ever-ready Betty Harris outside the Department of Education, who asks him for information about what went on behind the closed doors of the Ministry.

A lot of reporting verbs crop up in the course of the dialogue that takes place between them, but once again they are not all used in the same way. Basically, they fall into three groups.

To complain, to explain, to add and **to argue** can all be used in the same way as **to boast**. They simply replace the two basic reporting verbs **to say** and **to tell: Action for Education complained that the Education Bill is liable to create divisions.**

There are two verbs, however, which are like **to accuse**. They are followed by a preposition and a gerund. They are, of course, **to apologize** and **to insist: I apologized for not meeting with them earlier; Action for Education's *insisting* on having some kind of concrete proof**. Notice how easy it is to form the negative of these expressions: you simply put **not** before the gerund.

The third group actually consists of just onve verb: **to assure**. Like **to remind**, this verb can be used as a simple replacement for **to say** and **to tell**, but it has to have an object following it: **I assured them that no-one was going to be penalized by the privatisation of our educational system.**

Finally, there is a rather interesting adverb which the Minister uses towards the end of the dialogue: **downwards**. It's actually the result of a 'marriage' of **down** and **towards**, and means, as you've probably guessed, 'towards a lower level or position'.

After the meeting

In this dialogue, pay attention once again to the various reporting verbs the speakers use:

Good evening, Minister. ___

Good evening. ___

I understand you met this afternoon with representatives of Action for Education. ___

Yes, that's right. ___

Could you tell us how the meeting went? ___

Oh, I think it went very well. I apologized for not meeting with them earlier, but obviously this is a fairly busy period for me. ___

Can you tell us what was actually said at the meeting? ___

Well, Action for Education complained that the Education Bill that is going through Parliament at the moment is liable to create divisions within British society, but this simply is not the case. I explained that the Government would be making sizeable tax reductions to allow the less well-off to play for the education of their children, and I assured them that no-one was going to be penalized by the privatisation of our educational system. I added that the bill will also make sure that overall standards in education will actually improve. ___

But from what Mr Crisp was saying yesterday it seems that Action for Education's insisting on having some kind of concrete proof that the Government is goint to reduce taxation to enable the poor to pay for their children's education. ___

Yes, I know. They argue that the Government has never made any kind of tax concession in the past and that they don't see how it can start doing so now. But this is simply wrong. Last year we reduced the basic levels of income tax by nearly ten percent. ___

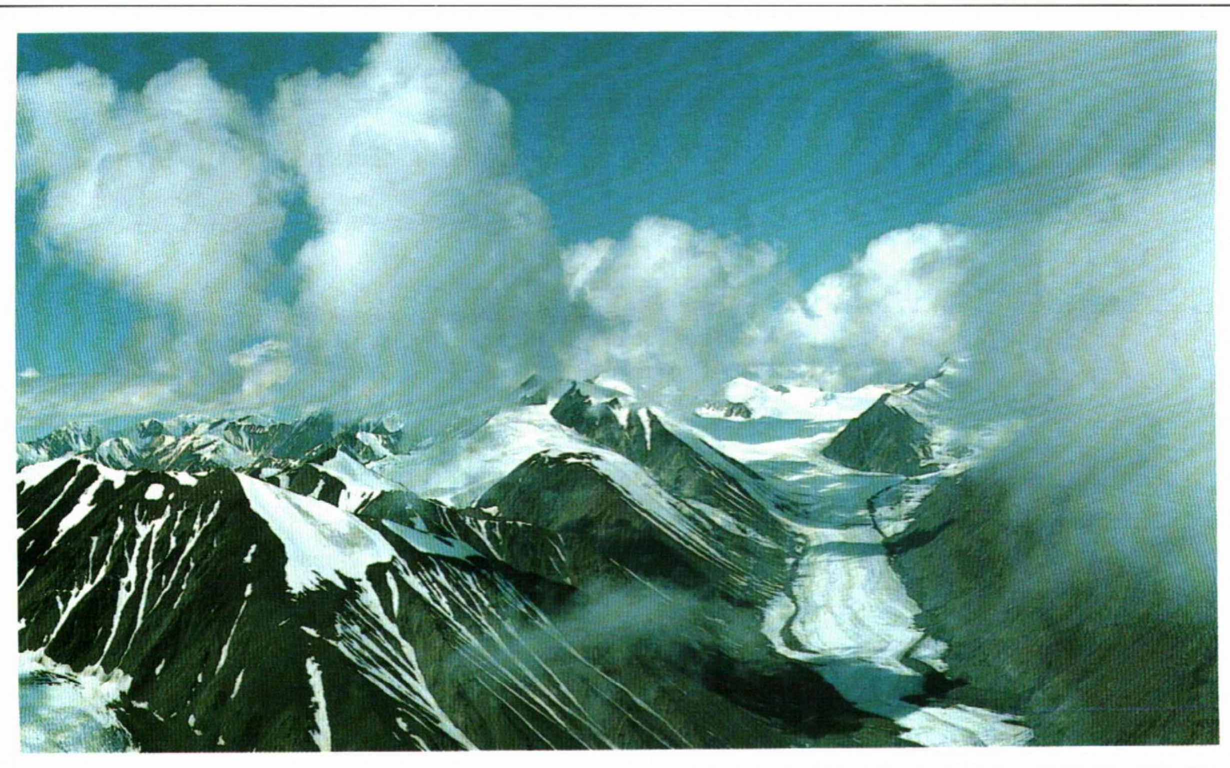
Yes, but that was only for people earning more than £25,000 a year. ___

Yes, but as everybody knows, my dear, the Government plans to extend tax reductions downwards to include even the lowest wage-earners. ___

But aren't these planned cuts due to come into effect two years after the schools have been privatised? ___

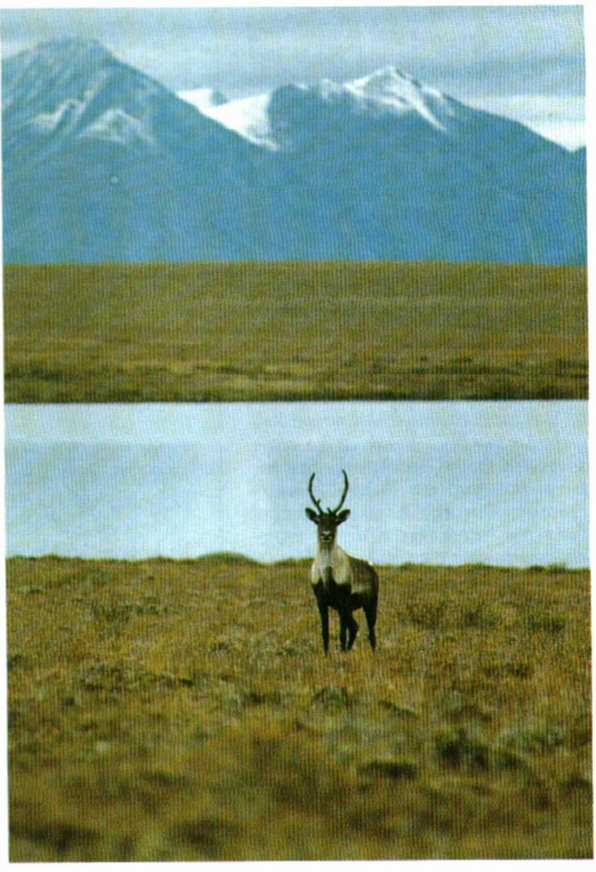
Well, we could get them through a lot quicker if the Opposition would allow us to. ___

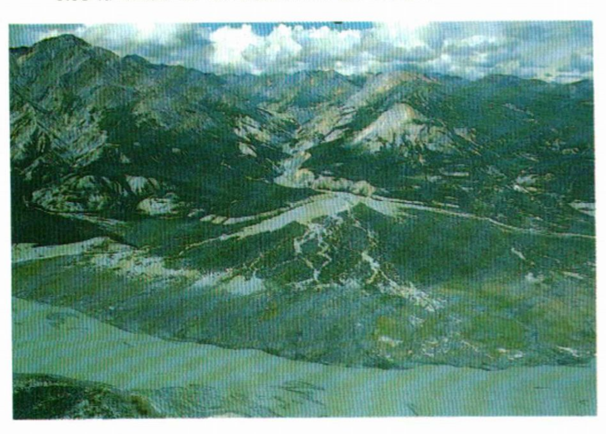




Los hombres prefieren el sur

La cordillera costera de Saint Elias, en el sur de Yukon, está a caballo entre Canadá y Alaska; en ella se encuentra la cima más alta del país, el Mount Logan (6.050 metros), que forma parte del vasto conjunto del Kluane National Park (fotos superior e inferior). Por su parte, el noreste de Yukon está accidentado por la prolongación de las Montañas Rocosas y de los montes Mackenzie (foto lateral). Entre las dos cordilleras, se extiende una accidentada altiplanicie, cuyo clima, particularmente riguroso, la hace inhóspita; para los hombres, por supuesto, porque los animales se adaptan maravillosamente, hasta el punto de que se está logrando repoblar una fauna depredada durante siglos por los cazadores de pieles. Actualmente, la mayor parte de la población de Yukon se concentra en las pequeñas ciudades del sur. En la capital, Whitehorse, vive la mitad de los habitantes del estado.







'V' is for Victory

History is full of signs, symbols and ciphers, and the Second World War was no exception: the Lorraine Cross used by the 'Fighting French' stationed in Britain during the German occupation of their homeland, the Swastika adopted by the Nazis, the fasces adopted by the Italian Fascist Party.

In Britain, the sign used by everyone hoping an Allied victory was the 'V for Victory' sign, and often you can see pictures of Winston Churchill holding up his two fingers to give the shape of a 'V'. Surprisingly, however, this sign wasn't invented by a Briton at all, but by a Belgian.

On January 14th, 1941, in fact, while he was broadcasting to his native Belgium on the BBC, Victor de Lavaleye suggested that V, which is the first letter of the word for 'Victory' in every European language, be used instead of the other letters (like RAF, for example) which were then being chalked up on walls all over Europe as a sign of resistance to the Nazi regime. The BBC immediately decided to adopt the idea, and in every broadcast to Europe during the war years it started its programmes with the Morse signal for V (...—), followed by the opening bar of Beethoven's Fifth Symphony, which has exactly the same rhythm. Since then, the 'V for Victory' sign has been adopted by people everywhere who hope in their eventual liberation from oppression.

I give it my backing

Now listen to these short dialogues. The first one contains informal ways of expressing approval and disapproval, while the second contains formal ways of doing this:

Are you for privatising education, then?
No, I'm dead against it. There's a woman down our street who's got four kids. How can she pay for a private education? What about you?
Well, I'm all for it. Those teachers are a lazy lot, anyway. Look at all those holidays they have. And they finish work at four o'clock. If you privatised the schools, they'd have to work a bit harder or else they'd be out of a job, wouldn't they? It's a great idea, if you ask me.
I don't think much of it at all. I've got three kids at home. Where am I going to find two and a half thousand quid to send them to school?

What's your attitude towards privatising education?
Oh, I definitely disapprove of it. How on earth is a lower working-class couple with four children going to be able to pay for their education?
Do you approve of the idea, Henry?
Oh, yes. I certainly give it my backing. Everybody knows that teachers could work a lot harder than they do. The reason they don't is because they know they'll never be out of a job anyway. But with a private education system with schools competing for pupils all that would have to change. I certainly approve of it.
Well, I have to say I disapprove of it completely. Not because I don't agree with Henry, but because i think the whole idea's going to cause major social problems.

I disapprove of this completely

Look back for a second at the interview which Betty Harris conducted outside 10 Downing Street and look in particular at the expression she uses to ask Reggie Crisp if he approves of the new Education Bill: **Are you in favour of...** This is actually one of the most common ways of asking someone in they approve of something. And Reggie's reply contains another common expression, this time a clear sing of disapproval: **I'm certainly not in favour of...** Later on, however, Colonel Haughty-Snobb uses a phrase which expresses approval: **I'm very much in favour...**

All there of these expressions are fairly neutral, in the sense that you can use them in virtually any situation in which you want to ask it someone approves of something or say that you approve or disapprove of something.

Naturally enough, however, there are other phrases which do the same job, but are much more informal or much more formal. And if you have a look at the two brief dialogues in this section, you shouldn't have any trouble identifying them.

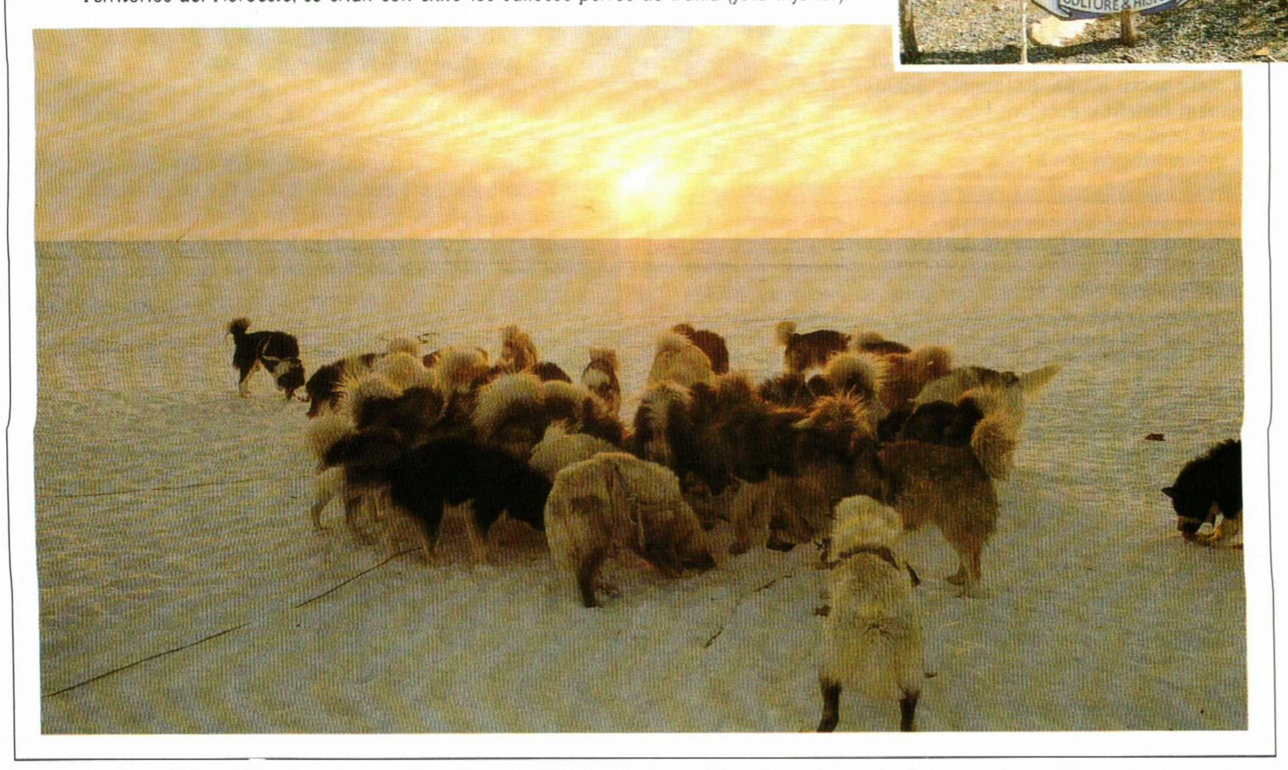
The first dialogue is very informal, and as a result the people who are speaking use the informal equivalents for these phrases, such as **Are you for privatising education?** and **I'm dead against it.**

The second dialogue, on the other hand, is very formal, so naturally you'll find the formal equivalents for these phrases: **What's your attitude towards privatising education? I definitely disapprove of it.**



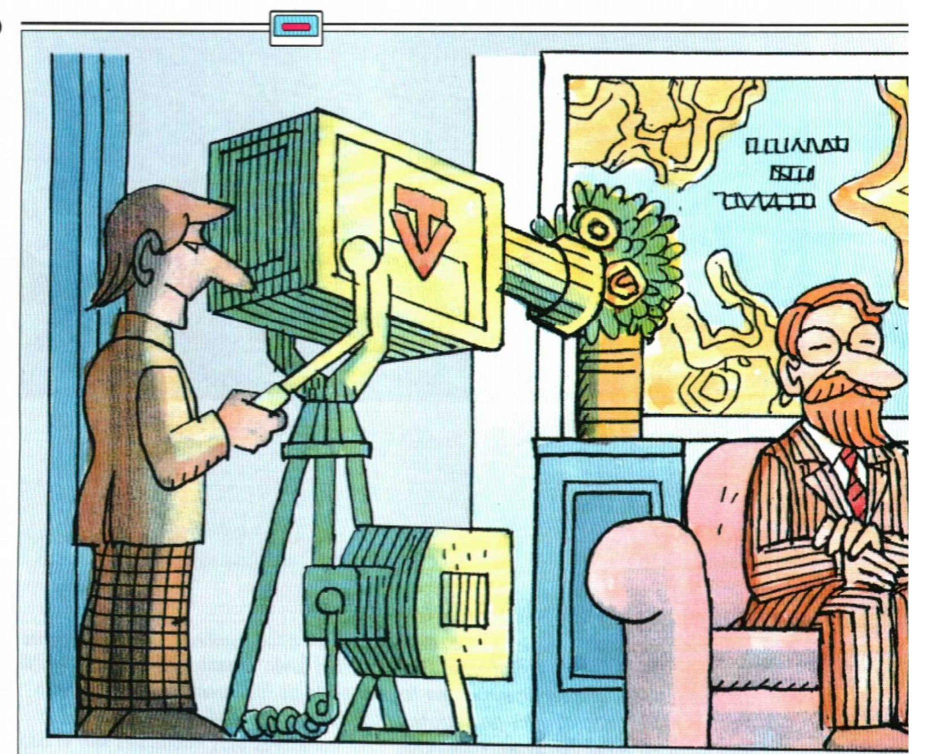
Eskimo dog: héroes del Ártico

Heladas durante seis meses al año, dominadas por altas cumbres o uniformemente llanas, las tierras árticas canadienses (foto superior) están constituidas por un conjunto de grandes islas que representan una tercera parte de la superficie nacional. Sólo algunos investigadores y las poblaciones esquimales, que aquí se llaman Inuit, se aventuran en estas tierras sin vegetación. Los moradores más habituales son el oso blanco y el perro esquimal, adiestrado para sobrevivir aun en medio de las temperaturas más rigurosas. En las proximidades de Yellowknife, capital de los Territorios del Noroeste, se crían con éxito los valiosos perros de traílla (foto inferior).



UNIT 82

¿Escuelas privadas? Hablemos de ello en la TV



En los diálogos que acaba de escuchar, queda claro que la propuesta de privatizar el sistema educativo no goza de gran popularidad entre la **working class** británica.

La conversación que está a punto de escuchar se desarrolla en un estudio televisivo y le presenta un debate entre un representante del gobierno y dos aguerridos profesores universitarios. Éstos documentan con precisión las razones por las que privatizar el sistema educativo no haría más que agudizar los problemas de una sociedad que en el pasado ha gozado de los servicios ofrecidos por el estado asistencial, el **welfare state**. Y frente a las argumentaciones de los dos académicos, la representante del gobierno queda claramente derrotada

En el curso de este interesante debate descubrirá algunas expresiones particulares: **Council house** son las casas concedidas por el ayuntamiento, es decir el equivalente de las 'casas de protección oficial' españolas; **tax burden** es el conjunto de los gravámenes fiscales que pesan anualmente sobre el contribuyente; **upward social mobility** constituye un término que describe la posibilidad de un individuo de subir de una clase social a otra; finalmente, **unemployment benefit** y **accident benefit** se refieren a la indemnización por desempleo y a la indemnización por accidente.

Who was Uncle Sam?

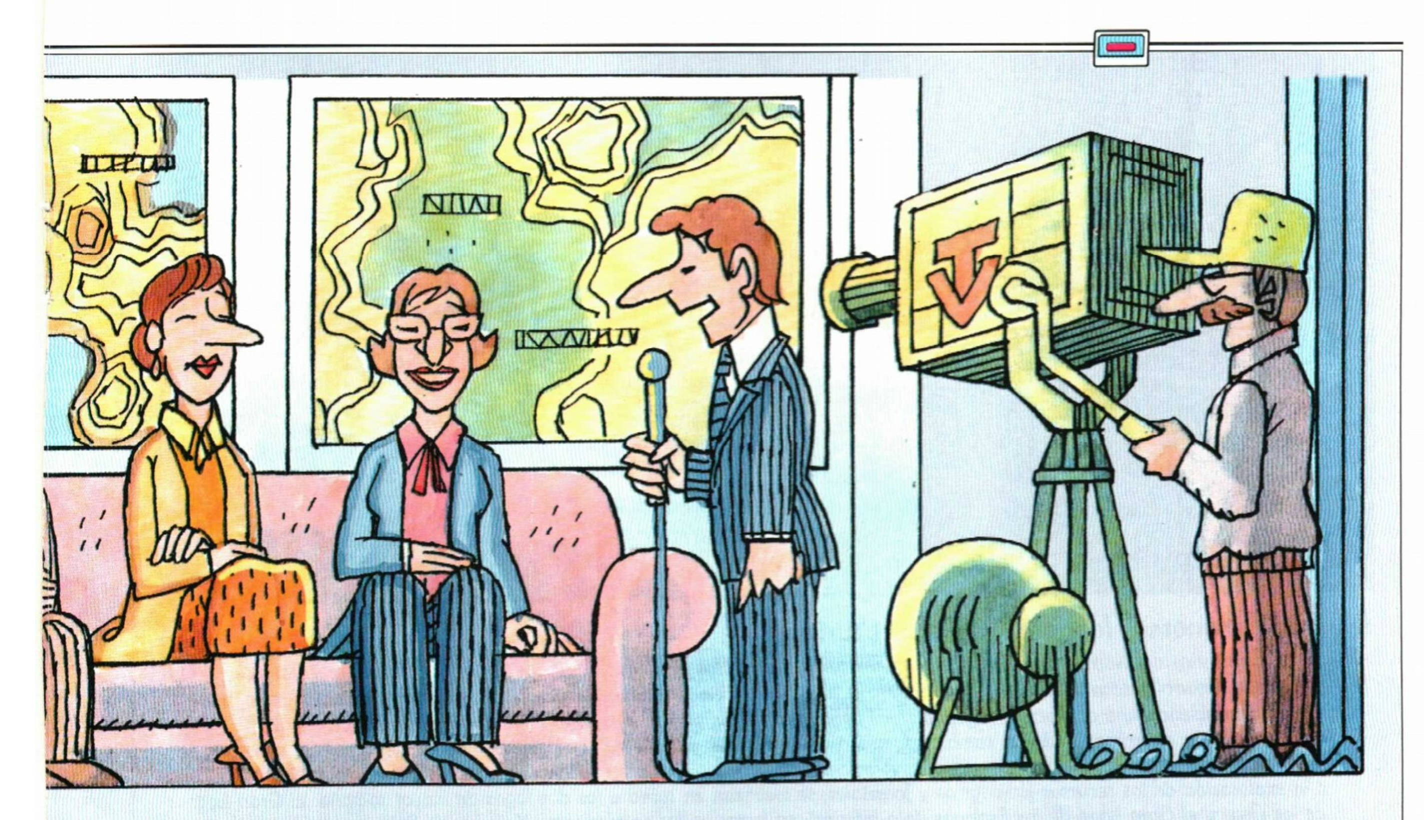
Nations have often found inspiration in imaginary human characters which they believe, rightly or wrongly, represent their national character, and the British and the Americans are certainly no exceptions to the rule.

Take John Bull, for example. This rotund but sturdy gentleman, usually dressed in brown boots, frock coat and top hat, first became popular in the eighteenth century thanks to a satire of the time by John Arbuthnot. He was practical, clear-minded and outspoken.

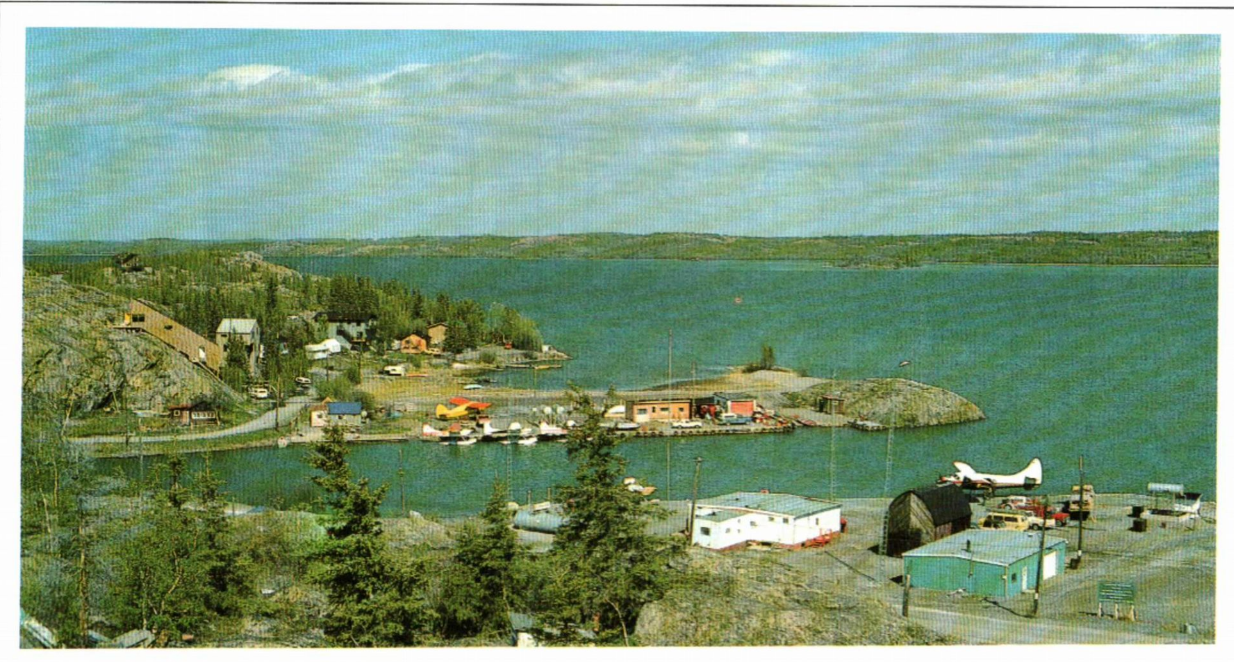
In the United States, the figure to capture the imagination of the masses was Uncle Sam. He is tall, with a white beard and an earnest face, and is usually dressed in the colours of the American flag: white trousers, red and white striped frock coat and waistcoat with stard on the lapels and a white top hat. His name has rather strange origins, however. It first came to light in the district of Troy, N.Y., in 1812, and derived in part from the initials U.S. stamped on government supplies to the army. But it is also believed that there was actually an arms supplier who lived in the area who was known simply as Uncle Sam.

ACCORDING TO THE ACADEMICS

~ Professor Heisack, I'd like to start with you. There has been a lot of talk about the new Education Bill creating divisions in British society. Do you think this is really the case? ___
~ If this bill actually gets through Parliament, this might well happen. You see, although people believe that everybody in the West is getting richer all the time, this simply isn't the case. Recent studies have shown that the number of poor people as an percentage of the population is actually increasing. There is no way these people will be able to send their children to private schools. ___
~ But the Government has said thait it will be cutting taxes... ___
~ There are two factors to take into account here. Firstly, these tax cuts are still in the planning stage. Even if they are passed by Parliament, there'll be a period of about two years before they actually come into effect. Secondly, poor people will be much more likely to spend any extra money they do have on the immediate necessities of life instead of providing schooling for their children. ___
~ And then there would be a large number of children with no education at all. ___
~ Exactly. A new class of underprivileged children with no chance of upward social mobility. ___
~ Dr Henslow, you've studied the situation before the system of free universal education developed.



Do yo agree with Professor Heisack? ___
~ Well, the situation was rather different in the past, but in general I suppose yes, I would. If we go back to the 19th century, we find that it was very difficult for working-class people to break out of the situation they found themselves in, because they couldn't get an education which gave them the basic skills they needed to better themselves. ___
~ I see. Mrs Smiley, this is a bleak picture of the situation. Presumably, though, you don't agree with it? ___
~ No, I don't. Professor Heisack said the number of poor people is increasing, but this just isn't true. And Dr Henslow's comparison with Victorian society is just absurd. ___
~ Dr Heisack? ___
~ Well, if you really want me to, I can list all the studies on increasing poverty I just referred to. Mrs Smiley may be interested to know, for example, that one of them was actually sponsored by the Conservative Party Head Office. ___
~ Really? ___
~ Oh, yes. Two years ago, they asked London University to estimate the growth in poverty in the London area. And the information contained in the survey was actually very useful to them in the 1989 election campaign. ___
~ Why was that? ___
~ Because it showed that poverty had grown under the last Labour government. What they didn't say was that it had increased even more under the previous Conservative administration. ___
~ I see. Dr Henslow, do you really think it's fair to compare our society with that of the Victorian age? ___
~ Well, I did say that the situation was rather different then. But I think it's important to point out a number of other things. In the first half of this century, a lot of poor people were rescued by the welfare state. Under this government, however, the welfare state no longer exists. Pensions, unemployment benefit and accident benefit are lower in real terms now than they were twenty years ago. ___
~ No, they're not. ___
~ Oh, yes they are. What's more, many council houses have been sold, so that poor people now have fewer places to live and the National Health Service has been privatised. As a result of all this, real living standards are actually beginning to fall once again. ___
~ Is that really the case, Dr Heisack? ___
~ Oh, yes. It is indeed. ___
~ It seems, then, that the Government expects people to play for their children's education at a time when they can least afford it. What would you say to that, Mrs Smiley? ___
~ Err... ___

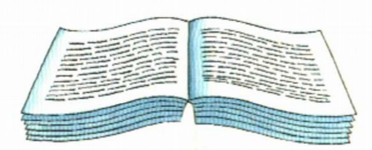


Donde la economía languidece llega el turismo

En los Territorios del Noroeste, la densidad de población se aproxima a un habitante por kilómetro cuadrado, síntoma evidente del escaso desarrollo económico de la región. Pero si hasta hace cincuenta años la situación se encontraba estabilizada, hoy se está produciendo una activación. Algunas áreas concretas, donde se han descubierto yacimientos de petróleo, gas y minerales, están experimentando un cambio repentino. Todavía más reciente es el despegue turístico de la región: cada año se promueven itinerarios arriesgados e insólitos, que atraen a un público siempre creciente. Las actividades comerciales, vinculadas a la explotación de los recursos ictiológicos y forestales, se localizan en torno a los dos lagos de mayor tamaño: el Gran Lago de los Osos y el Gran Lago de los Esclavos (foto inferior), en cuyas orillas se encuentra Yellowknife (foto superior).



Saber expresarse de forma directa e indirecta



El condicional en el estilo indirecto

En la tercera parte de la sección SPEAKING aparecen dos frases en estilo indirecto, en las que se utilizan respectivamente el **second conditional** y el **third conditional**:

He said that we could meet him if we went along to his office at the Education Ministry this afternoon.

He said if he'd had more time he'd have liked to talk to me about the war.

Sin embargo, al pasarlas al estilo directo, ambas frases requieren el **second conditional**:

'You could meet me if you came along to my office at the Ministry of Education this afternoon.'

'If I had more time, I'd like to talk to you about the war.'

En la transposición del estilo directo al indirecto, el **second conditional** puede comportarse de dos maneras distintas. Si la condición presentada sigue siendo válida en el momento de referirla, el **second conditional** permanece invariable. En cambio, si ya no es válida, significa que se está hablando de un hecho que no ha podido ocurrir y, por lo tanto, se utiliza el **third conditional**. Conviene recordar que el **third conditional** se usa siempre con referencia a situaciones pasadas, mientras que tanto el **first conditional** como el **second conditional** se refieren al futuro o al presente, pero con dos grados distintos de probabilidad.

La sintaxis de los reporting verbs

Los **reporting verbs** tienen la función de presentar lo que ha sido dicho, pensado o escrito. Por consiguiente, estos verbos pueden introducir el estilo indirecto y casi siempre también el estilo directo. Los tres **reporting verbs** más corrientes son **to say**, **to tell** y, para referir una pregunta, **to ask**, pero existen muchos otros con matices concretos de significado, como por ejemplo **to boast**, **to remark**, **to mention**:

'We will give every child a decent education', the Government boasted.

Roger remarked that the Government had lied to the electorate.

También se consideran **reporting verbs** aquellos verbos que sirven para referir opiniones, pensamientos y sentimientos no expresados oralmente, como **to think**, **to know**, **to write**:

'This is the last time I vote Labour', Rudy thought.

Betty Harris wrote that there had been massive demonstrations outside 10 Downing Street.

Desde el punto de vista sintáctico, los **reporting verbs** pueden introducir el estilo indirecto de diversas maneras. No obstante, dado que no todos estos verbos rigen la misma construcción, resulta aconsejable consultar un diccionario. Por tanto, la explicación que se da a continuación constituye un resumen de las construcciones principales. La construcción con la conjunción **that** es, sin duda, la más corriente. En el inglés coloquial se omite casi siempre **that**, salvo en el caso de algunos verbos como **to reply**, **to observe**, **to answer**, **to remark**, **to add** y otros:

I deny (that) the closure of inefficient schools is something to be avoided.

He observed that it would raise educational standards to new heights.

He answered that the Department of Education had already provided him with the new figures.

También se puede pasar del estilo directo al indirecto por medio de una estructura implícita que emplee el infinitivo o el gerundio, según exija el **reporting verb** usado. Además, algunos verbos pueden regir la construcción con el infinitivo con el **to**, que normalmente sirve para referir órdenes, propuestas o requerimientos. Entre estos verbos se incluyen, por ejemplo, **to promise**, **to threaten**, **to agree**, **to tell**, **to remind**, **to ask**:

The Government has promised to make tax reductions.

We threatened to picket the Department of Education.

He finally agreed to meet us.

Los **reporting verbs** que rigen una preposición determinada van seguidos por el gerundio. Entre éstos se cuentan, por ejemplo, **to accuse**, **to apologize**, **to insist**, seguidos de las preposiciones **of**, **for** y **on**, respectivamente:

Roger Whippam accused the Government of lying.

I apologized for not meeting with them earlier.

Action for Education's insisting on having some kind of concrete proof.

Para pasar frases interrogativas al estilo indirecto, conviene tener en cuenta que muchos **reporting verbs** pueden ir seguidos directamente por la **question word** (**what**, **when**, **where**, **who**, etc.) usada en el estilo directo o, en ausencia de ésta, por **if** o **whether** (consulte este tema en la Unidad 75):

'Is the Minister of Education willing to deny that?'

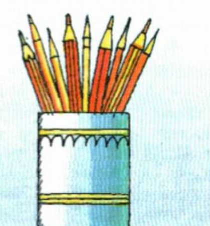
He asked if the Minister of Education was willing to deny that.

'How did the Education Minister react?'

The anchorwoman asked how the education Minister reacted.

'What did the Education Minister say?'

Sue asked Betty what the Education Minister said.



En esta sección ha aprendido:

- el uso del **conditional** en el estilo indirecto;
- la sintaxis de los **reporting verbs**.

UNIT 82

Sir Francis Drake: ¿héroe o pirata?

A mediados del siglo XVI España dominaba en Occidente con un imperio que se extendía desde el Mediterráneo hasta el Pacífico, que comprendía Holanda y Perú y que le proporcionaba a Felipe II la suma de 16.600.000 libras esterlinas al año. Con los mejores soldados del continente y la corte más lujosa, el único problema de España en aquella época era Inglaterra, que se había convertido a la religión protestante durante el reinado de los Tudor. Para el católico Felipe esto resultaba intolerable, y estaba decidido a que la nación inglesa volviera al seno del Catolicismo.

En 1558 subió al trono de Inglaterra una nueva reina: Isabel I. Durante su reinado, Inglaterra atravesó un período de paz y prosperidad, después de décadas de luchas internas, aumentando de este modo su potencia económica y militar.

Hacia 1560 algunos marinos ingleses, con el beneplácito de la corona, osaron obstaculizar el tráfico comercial con Sudamérica, perjudicando así los intereses del imperio español. Hombres como Frobisher, Raleigh y Grenville empezaron a crear dificultades a los galeones de Felipe II. Pero el más temible de los lobos de mar era Francis Drake, y estaba destinado a circunnavegar el mundo (1577-1580) y a derrotar a la Armada Invencible de Felipe II (1588). He aquí su historia.



Al lado, un retrato de Sir Francis Drake que se conserva en la National Portrait Gallery de Londres. En la página siguiente, las naves de Drake asedian Santo Domingo.

In the 1560s, Sir John Hawkins, an astute sea-captain, organised three voyages running slaves[1] from Africa to the Caribbean[2]. The first two were highly successful[3] – and very profitable[4] for the London merchants[5] who invested in them. But the third was a disaster. Hawkins, caught in a storm on the way back, had to put in at[6] the Mexican port of San Juan de Ulva. While he was there, an enormous Spanish fleet arrived. Their admiral[7] told Hawkins that the English would not be molested, but later he broke his pledge[8] and, while Hawkins was at dinner, attacked. It was a massacre, and only two English ships escaped. One was captained by Hawkins and the other by a young man who was to carry a hatred of this treachery[9] with him all his life: Francis Drake.

For the next twenty years, Drake was to be the scourge[10] of the Spanish Main[11]. The Spaniards eventually renamed him[12] El Draque – The Dragon – and many believed he had sold his soul[13] to the devil in exchange for[14] control of the winds. His list of adventures against the Spanish galleons[15] travelling to and from the Caribbean makes remarkable reading[16]. In 1572 he captured a muletrain[17] that was carrying gold to the Spanish treasure[18] fleet in the harbour of Nombre de Dios. In 1577, with the blessing of[19] the Queen, he set sail[20] from Plymouth, ostensibly to discover[21] the Terra Australis Incognita[22]. But everybody knew that in reality he was out to steal as much booty[23] as he could from the Spanish. He struck lucky[24] when he met a Spanish treasure galleon, the Cacafuego, which was full to the brim[25] with gold and silver plate[26]. This voyage eventually turned into the first circumnavigation of the globe, and when he returned, in 1580, he had £1,500,000 worth of booty in the hold of the Golden Hind[27]. The Queen, clearly pleased at her 'master thief', knighted him[28] on board his ship.

Five years later, Drake led a fleet of twenty-nine English ships to the Caribbean, where he seized[29] two of the

1. **Running slaves:** para transportar esclavos.
2. **Caribbean:** Caribe.
3. **Were highly successful:** tuvieron gran éxito.
4. **Profitable:** provechosos.
5. **Merchants:** mercaderes.
6. **To put in at:** hacer escala en.
7. **Admiral:** almirante. Se llamaba Don Martín Enríquez y era el nuevo gobernador de la provincia. Había recibido de Felipe II la orden de tratar a los mercaderes como si fueran piratas.
8. **Pledge:** promesa, compromiso.
9. **Who was to carry a hatred of this treachery:** que iba a guardar rencor por esta traición.
10. **Scourge:** azote.
11. **Spanish Main:** Mar de las Antillas.
12. **Eventually renamed him:** finalmente lo rebautizaron.
13. **Soul:** alma.
14. **In exchange for:** a cambio de.
15. **Galleons:** galeones.
16. **Remarkable reading:** lectura extraordinaria.
17. **Muletrain:** ristras de mulas. Estas mulas transportaban cada año oro y plata de los países del oeste del continente americano, como por ejemplo Perú, a los grandes puertos del este.
18. **Treasure:** tesoro. Cada año, una gran flota recogía todas las riquezas extraídas de estas tierras y las llevaba a España.
19. **With the blessing of:** con la bendición de.
20. **He set sail:** zarpó.
21. **Ostensibly to discover:** aparentemente para descubrir.
22. **The Terra Australis Incognita:** la desconocida Tierra Australiana. Los geógrafos isabelinos pensaban que había un gran territorio en el hemisferio sur que equilibraba el peso de la masa de tierra del hemisferio norte.
23. **Booty:** botín.
24. **He struck lucky:** tuvo un golpe de suerte.
25. **Full to the brim:** repleto.
26. **Gold and silver plate:** vajilla de oro y plata.
27. **Golden Hind:** Cierva de Oro.
28. **Knighted him:** lo nombró caballero.
29. **He seized:** se adueñó de.
30. **Ransomed:** rescatadas.
31. **Conducted:** dirigió.
32. **Daring:** audaz, temerario.
33. **To add insult to injury:** para agregar insulto a la injuria.
34. **Looting:** saqueando. Esta acción pronto fue definida como **singeing the King of Spain's beard,**

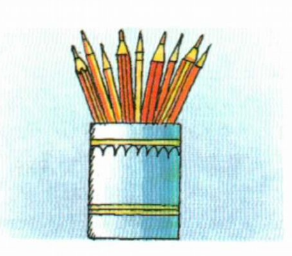
area's most important towns, San Domingo and Cartagena, which had to be ransomed[30] back by King Philip for £32,000. And in 1587, Drake conducted[31] an even more daring[32] raid. He actually attacked the Spanish port of Cadiz, where he sank 65 ships which were being prepared for the Armada. Then, to add insult to injury[33], he sailed along the coast, burning and looting[34] as he went. After this, he took off for the Azores[35], another Spanish possession, where he captured the San Felipe, a treasure ship with £114,000 worth of gold and silver aboard.

But Drake's greatest moment came in 1588. Philip of Spain had decided that the only way to put an end to[36] the power of England was to invade it. So he assembled[37] an enormous armada of 130 ships and sent them across the Bay of Biscay to the English Channel. According to legend, Drake was playing bowls[38] when they were first sighted[39], and when he was told of their arrival, he is reported to have said[40] 'There is plenty of time to finish the game, and to thrash[41] the Spaniards too.' He was right; the lumbering[42] Spanish galleons were no match for[43] the light, nimble[44] English ships and were forced out[45] of the Channel and into the tempestuous North Sea. England was safe.

After the defeat of the Armada, Drake grew restless[46], and in 1595 set off once more with John Hawkins to plunder[47] the Caribbean. This time, however, Philip of Spain had learnt his lesson. His cities were well-fortified[48] and his galleons were swifter and better-armed[49]. Unsuccessful and depressed, Drake died of dysentery[50] at Porto Bello on January 27, 1596. The era of Elizabeth's 'sea-dogs'[51] had come to an end.



es decir, 'chamuscar la barba del Rey de España'.
35. **Took off for the Azores:** fue al asalto de las Azores.
36. **To put an end to:** para poner fin a.
37. **He assembled:** reunió.
38. **Was playing bowls:** estaba jugando a bolos.
39. **Sighted:** avistados.
40. **He is reported to have said:** se contó que dijo.
41. **To thrash:** batir.
42. **Lumbering:** pesadas, torpes.
43. **Were no match for:** no estaban a la altura de.
44. **Nimble:** ágil. John Hawkins había proyectado y construido un nuevo tipo de nave mucho más baja y manejable gracias a un modelo de casco revolucionario.
45. **Were forced out:** fueron expulsados.
46. **Restless:** inquieto, intranquilo.
47. **To plunder:** saquear.
48. ***Well-fortified:*** *bien fortificadas.*
49. **Swifter and better-armed:** más ágiles y mejor armadas.
50. **Dysentery:** disentería.
51. **'Sea-dogs':** lobos de mar.



Senador, ¡qué vergüenza!

at large	en general
(to) be behind someone	apoyar a alguien
(to) bring someone up to date	poner al día a alguien
(to) change one's mind	cambiar de idea
(to) come into effect	entrar en vigor
(to) find oneself in hot water	estar con el agua al cuello
(to) go onto the attack	ir al ataque
hear, hear!	¡bravo!
in miniature	en miniatura
(to) make something of oneself	llegar a ser alguien
order!	¡orden!
(to) perk someone up	alegrar a alguien
shame!	¡qué vergüenza!
(to) state one's case	expresar la propia opinión
the honourable gentleman	el honorable
value for money	dinero bien gastado, una buena inversión

accident benefit indemnización por accidente
(to) accuse acusar
(to) address dirigirse a
(to) admit admitir
approval aprobación
(to) argue argumentar
attempt tentativa
back-bencher parlamentario de segunda fila
behind detrás de
bill proyecto de ley
bleak tétrico, deprimente
blighter canalla
breakdown análisis
chap tío, tipo
closure cierre
convention hábito, costumbre
council house vivienda de protección oficial

coverage cobertura periodística, servicio
debate debate
demonstrator manifestante
(to) deny negar
development desarrollo
disapproval desaprobación
divisive que crea divisiones
downwards hacia abajo
electorate electorado
(to) enable permitir
ever-ready siempre dispuesto
excerpt fragmento, trozo
extract extracto, fragmento



A favor o en contra

¿Qué piensas acerca de...?

Are you for it?	¿estás de acuerdo?
Are you in favour of it?	¿estás a favor?
Do you approve of it?	¿lo apruebas?
What's your attitude towards it?	¿qué piensas acerca de...?

Apruebo

I certainly approve of it	estoy totalmente de acuerdo
I certainly give it my backing	lo apoyo plenamente
I'm all for it	estoy decididamente a favor
I'm very much in favour of it	estoy decididamente a favor
it's a great idea	es una gran idea

Desapruebo

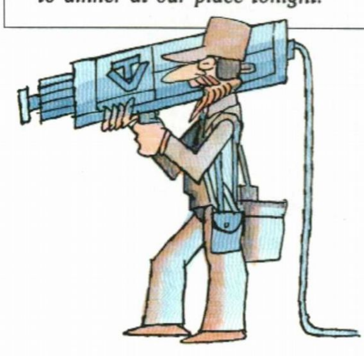
I definitely disapprove of it	estoy en total desacuerdo
I don't think much of it	no creo que sea un gran...
I have to say I disapprove of it completely	debo decir que lo desapruebo plenamente
I'm dead against it	estoy decididamente en contra
I'm not in favour of it	no estoy a favor

figure cifra
(to) fork out pagar, gastar dinero por obligación
happening acontecimiento
heated encendido
inefficiency ineficiencia
intrepid intrépido
labour trabajo, labor
moron deficiente
(to) observe observar
overall global, total
(to) penalize penalizar
(to) picket piquetear
(to) point out hacer notar, observar
pressure presión
(to) privatise privatizar
(to) propose proponer
(to) provide with proveer de
quid esterlina, esterlinas
to reduce reducir
reduction reducción
(to) remark observar, notar, comentar
reticence reticencia
savings ahorros

schooling	instrucción
sizable, sizeable	considerable
social mobility	movilidad social
spokesman	portavoz
(to) spot	identificar, determinar
standard	nivel
syllabus	programa escolar
tax burden	carga fiscal
(to) threaten	amenazar
title	título
unemployment benefit	indemnización por desempleo
unrealistic	irreal
upward	hacia arriba
waste	derroche
welfare state	estado asistencial
well-off	acomodado
worn	agotado

Synonyms and antonyms

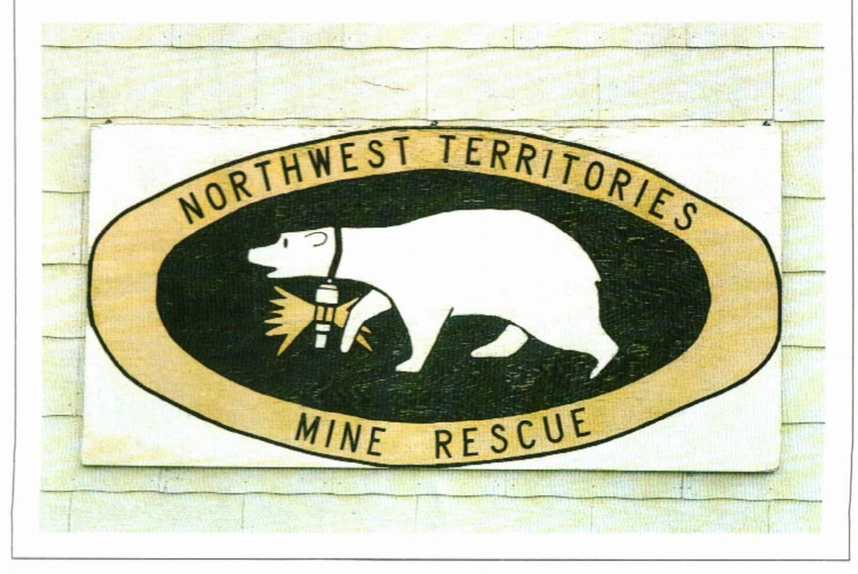
En el curso de esta Unidad habrá observado que en la entrevista al coronel Haughty-Snobb, éste hace uso de un sustantivo más bien informal: ***chap****, que significa 'tío', 'fulano'. Un sinónimo también informal es* ***bloke****, usado solamente en Gran Bretaña:* ***The minister of Education is a really nasty bloke****. Otra alternativa es* ***fellow*** *(que también puede escribirse* ***fella*** *o* ***feller****), término informal que suele utilizarse en tono afectuoso, sobre todo si el que habla es una persona de una cierta edad:* ***The Chancellor of the Exchequer is actually a very friendly fellow****. En cambio, en Estados Unidos está muy difundido el término* ***guy****, adoptado recientemente en Gran Bretaña:* ***The Secretary of State is a real nice guy****. Advierta, no obstante, que en el inglés americano es posible dirigirse a un grupo de personas utilizando* ***guys****, o bien* ***you guys****, independientemente de si se trata de hombres o de mujeres:* ***Tom and I were wondering if you guys would like to come to dinner at our place tonight.***





Cuando el oro inspiró a la literatura

Hasta hace 150 años el mundo ignoraba lo que ocurría en Canadá, más allá del paralelo 60. El primer explorador que llegó hasta el actual Yukon fue Robert Campbell en 1840. Pero el acontecimiento que dio a conocer la región a la opinión pública, fue el descubrimiento de oro en Klondike, en 1896. La noticia dio la vuelta al mundo de modo fulminante, difundiendo una enfermedad peligrosa: la fiebre del oro. Llegó a contagiar incluso a Jack London, escritor californiano que contaba por entonces poco más de veinte años. Aunque Jack London no encontró ni una sola pepita de oro en Klondike, obtuvo un tesoro más precioso: la inspiración para novelas de aventuras como «The Call of the Wild», que le proporciona fama y dinero. Las imágenes están relacionadas con las actividades mineras actuales en los Territorios del Noroeste.



La California del Norte se llama BC

La Columbia Británica, conocida también con la sigla BC, es una tibia región costera, que limita al sur con los estados de Washington, Idaho y Montana. Por su clima apacible y el estilo de vida de sus habitantes, se la considera una especie de California canadiense. El interior, montañoso, se halla cubierto de bosques en un 70 %. La costa, muy accidentada, está protegida por grandes islas: Queen Charlotte Islands y Vancouver Island, donde se halla la capital, Victoria (foto lateral). Sin embargo, la ciudad más importante es Vancouver, con más de un millón de habitantes. En el centenario de su fundación (1986) albergó una gran feria que ha dejado algunas huellas notables: por ejemplo, Canada Place (foto inferior), edificio de la zona portuaria cuya decoración le confiere el aspecto de un barco atracado.







Exercise 1

Observe atentamente la lista de **reporting verbs**; señale con una I los que pueden ir seguidos por un infinitivo, con una G los que pueden ir seguidos por una preposición y por un gerundio, y con una N los que no se encuentran en ninguno de los dos casos anteriores.

a) **to threaten**	f) **to answer**
b) **to refuse**	g) **to offer**
c) **to promise**	h) **to agree**
d) **to observe**	i) **to reply**
e) **to accuse**	j) **to admit**

Exercise 2

Lea atentamente cada una de las descripciones y responda a la pregunta final:

a) **You are walking along a street when an interviewer for News at Nine approaches you and asks if you approve of the new Education Bill. You do not. What could you say?**

b) **You are with a group of English friends in a coffee bar. One of them asks you if you approve of newspapers running competitions and bingo games. You do. What could you say?**

c) **You are at a soirée at Buckingham Palace with some extremely important people. Sir Hartley Cockroft asks you if you approve of the way sociologists divide society into different classes. You do not. What could you say?**

d) **You are in a pub with some friends from America. You want to ask them if they approve of the United States' foreign policy. What could you say?**

e) **You are in the same pub with the same friends. One of them asks you if you approve of the United States foreign policy. You do. What could you say?**

Exercise 3

Pase estas frases al estilo indirecto utilizando un **reporting verb** adecuado, pero que no sea **to say** o **to tell**:

a) **'This Government has been lying to the electorate', said Roger Whippam.**

b) **'The Education Minister will find himself in real trouble if he carries on like this', said the Prime Minister.**

c) **'This Administration has made some basic mistakes', said the President.**

d) **'I didn't write the article!' said the journalist.**

e) **'But you must remember that the USA is a multiracial society', said Helen.**

f) **'How much is this new defence system going to cost the country?' asked Brent Fairchild. 'Only three billion dollars', said Jack Turner.**

g) **'I could do the editorial if you want', said Thurscrew.**

h) **'We'll get the pictures to you by tomorrow morning', said the photographer.**

i) **'You could interview me if you came along this evening at about half past nine', said the actress.**

j) **'If I didn't have to be in Hollywood tomorrow, we could make the interview last until the morning', said the good-looking actor.**

Exercise 4

Las siguientes definiciones se refieren a algunos términos y expresiones que ha hallado en el curso de esta Unidad. ¿Cuáles son?

a) **A plan for a law which still has to go through Parliament.**

b) **Adequate.**

c) **To pay for unwillingly.**

d) **To say that somebody has done something wrong.**

e) **To talk about with unreasonable pride.**

f) **To get into difficulties over something.**

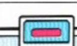
g) **To say that you intend to hurt or punish someone.**

h) **To put people at the entrance to a place so as to stop other people from going in and out.**

i) **Something you say at a debate when you approve of something that the person who is speaking has just said.**

j) **Something you say at a debate when you disapprove of something that the person who is speaking has just said.**

Exercise 5



Este ejercicio es un dictado extraído de la sección READING. Escuche toda la grabación, luego vuelva a escucharla, y transcriba el fragmento aparte. Después confronte lo que ha escrito con el texto que aparece en las soluciones.

SOLUCIÓN DE LOS EJERCICIOS

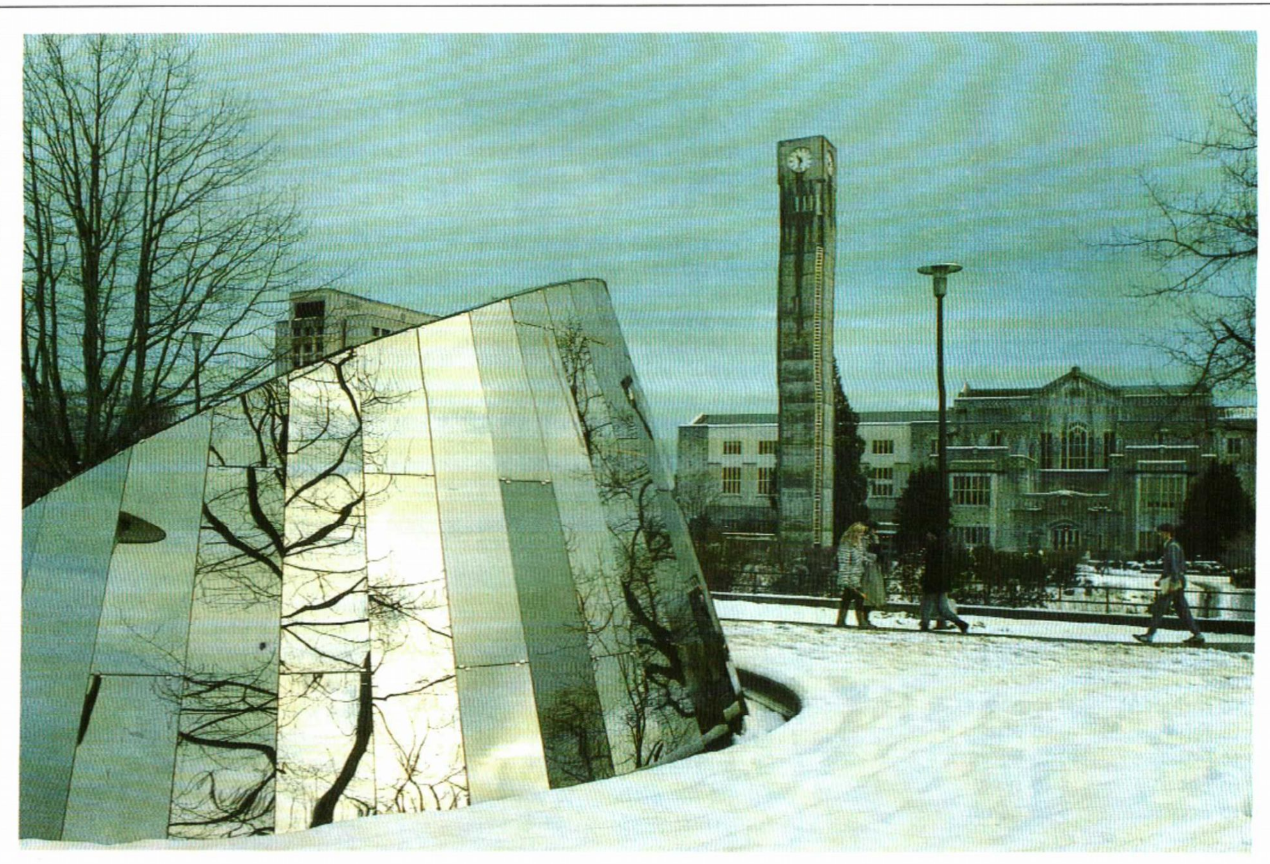
Exercice 1
a) **I.** b) **I.** c) **I.** d) **N.** e) **G.** f) **N.** g) **I.** h) **I.** i) **N.** j) **G.**

Exercice 2
a) **I'm not in favour of it.** b) **I'm all for it** o **It's a great idea.** c) **I definitely disapprove of it** o **I have to say I disapprove of it completely.** d) **Are you for the United States' foreign policy?** e) **I'm all for it.**

Exercice 3
a) **Roger Whippam accused the Government of lying to the electorate.** b) **The Prime Minister promised that the Education Minister would find himself in real trouble if he carried on like that.** c) **The President admitted the Administration had made some basic mistakes.** d) **The journalist denied writing** (o **that he had written**) **the article.** e) **Helen pointed out** (o **observed**) **that the USA is a multiracial society.** f) **Brent Fairchild asked how much the new defence system would cost the country. Jack Turner replied that it would only cost three billion dollars.** g) **Thruscrew offered to do the editorial.** h) **The photographer promised to get the pictures to him by the morning of the next day.** i) **The actress promised that he could interview her if he went along that evening at about half past nine.** j) **The good-looking actor observed** (o **pointed out**) **that if he hadn't had to be in Hollywood the next day, they could have made the interview last until the morning.**

Exercice 4
a) **bill.** b) **decent.** c) **to fork out.** d) **to accuse.** e) **to boast.** f) **to find oneself in hot water.** g) **to threaten.** h) **to picket.** i) **Hear! Hear!** j) **Shame!**

Exercice 5
He aquí el texto del dictado: **In 1587, Drake conducted an even more daring raid. He actually attacked the Spanish port of Cadiz, where he sank 65 ships which were being prepared for the Armada. Then, to add insult to injury, he sailed along the coast, burning and looting as he went.**



Bajo la terrible mirada de los totems

Aunque la historia de Vancouver como ciudad inglesa comenzó con la llegada del Canadian Pacific Railway, la península ya estaba habitada por las tribus de indios Salish. Y la cultura indígena ha dejado numerosos vestigios, hoy día catalogados y estudiados en el Museum of Anthropology, perteneciente a la University of British Columbia (foto superior). La institución posee una colección de totems indígenas (foto lateral), expuestos tanto en el exterior como en el interior del museo. Se trata de figuras esculpidas en madera y luego pintadas, que tenían un valor simbólico y mágico. En el Stanley Park (foto inferior) puede verse otra sugestiva exposición de totems al aire libre.

